



Topic overview – Reception / Year 1 (CYCLE A)

Autumn 1		
	Topic name	Superheroes
	Big question	What does it mean to be super?
	Linked books	Supertato, Sue Hendra My Mum is a Superhero, Angela McAllister Super Daisy, Nick Sharratt
	Memorable experience	Superhero day
	Outdoor learning	Autumn wellie walk, gardening & planting
	Reading aims	Year 1: ELS Phase 5 – revision of previously taught GPCs, 2 new GPCs and 16 new HRS words Reception: ELS Phase 2 – oral blending, sounding out and blending with 23 new GPCs (grapheme-phoneme correspondences), 12 new (harder to read and spell) words
	Writing aims	Year 1: Form most lower case letters correctly. Say out loud what they are going to write about. Write labels. Create story maps. Write single sentences using capital letters and full stops. Write short story narratives. Write descriptions. Write single sentences using capital letters and full stops. Write plurals using the suffixes -s and -es. Introduce: nouns, verbs & adjectives. Reception: hold a pencil effectively (using a tripod grip). Begin to write some letters (e.g. for their name).
	Communication & Language	Speaking & listening aims
	Maths aims	Year 1: participate in discussions, take turns to listen to others. Reception: Understand how to listen carefully and why listening is important. Develop social phrases. Engage in storytimes. Learn new vocabulary & use it throughout the day.
Understanding the World	The Natural World	Science aims
	People, Culture & Communities	Geography aims



Autumn 1

			<p>grounds and the key human and physical features of its surrounding environment (KS1)</p> <ul style="list-style-type: none"> - children will begin to be able to use aerial photographs to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key (KS1) - children will begin to draw information from a simple map.(EYFS) <p>Looking at the local area, its natural and manmade features saying what they like/don't like about their locality. Using words and pictures to name key features, whilst asking and answering questions about the locality. Begin to understand maps by looking at maps of classroom Knowing their own address and finding this on Googlemaps.</p>
		RE aims	<p><u>What does it mean to belong to a faith community?</u></p> <p>Children are beginning to learn:</p> <ul style="list-style-type: none"> -to recognise that loving others is important in lots of communities - to say simply what Jesus and one other religious leader taught about loving other people - to give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean - to identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) - to give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences - to talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
	Past and present	History aims	<ul style="list-style-type: none"> - Children will begin to understand how to sequence events in chronological time order (links with Geography and Science)
		Computing aims	<p>Digital Literacy (E-Safety)</p> <ul style="list-style-type: none"> - Children will learn the school's safer internet rules (staying SMART online) (repeated yearly) <p>Digital Literacy</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - identify computers in our everyday lives - identify how computers make our lives easier. <p>Useful Software/Resources</p> <ul style="list-style-type: none"> • iPads • Laptops • Interactive White Board • Play phones
Expressive Art & Design		DT aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> -explain their ideas orally (design) - select appropriate resources and tools (design) -describe what they want to do using pictures and words (design) -make lists of materials they will need (design) -select appropriate resources and tools (make) -cut materials using scissors (make) -use tools safely (scissors, glue gun) (make) -join two materials together, often with glue (make) <p>Design and make a superhero cape.</p>
		Art and design aims	<p>Painting</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> -experiment with mixing a wide range of colours -name the primary and secondary colours -apply paint in different ways (e.g. flick painting, potato printing) -choose to use thick and thin brushes as appropriate <p>Through famous artists:</p> <ul style="list-style-type: none"> -Mondrian (primary colours)
		Music aims	<p>Create a superhero song to perform (to accompany drama/dance) using the Boomwhackers using the diatonic scale.</p> <p>EYFS – children will begin to explore and engage in music making and dance, performing solo or in groups</p>



Autumn 1

			<p>- children will begin to perform songs, rhymes, poems and stories with others and try to move in time with music (when appropriate)</p> <p>Y1 – children will begin to experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Singing nursery rhymes & counting songs</p> <p>EYFS – children will begin to sing a range of well-known nursery rhymes and songs</p> <p>Y1 – children will begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
	Personal, Social & Emotional Development	PSHE aims	<p><u>Being me in my world</u></p> <p>Children are beginning to learn:</p> <ul style="list-style-type: none"> - to recognise and name different feelings - how to share feelings using a range of words to describe feelings - how feelings can affect people's bodies and how they behave - that not everyone feels the same at the same time, or feels the same about the same things - about rules and why they are needed - how to behave in the classroom including manners - what they can do to help look after their environment including the classroom
	Physical Development	PE aims	<p>Physical literacy and Balance bikability</p> <p>EYFS</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> - balance on both feet - able travel in different ways - use equipment in different ways - pass objects from hand to hand/foot to foot - pick up objects of different sizes <p>Y1</p> <p>Children will be able to perform fundamental movement skills at a developing level in:</p> <ul style="list-style-type: none"> -Travelling skills -Sending skills. -Receiving skills. <p>digital cameras, video recorders to record and evaluate performance Videos of professional teams, training videos, to improve understanding of team play and tactics.</p>